

Recommendations for Peer Observation of Online Classes

Academic Technology Committee

2/17/2021

PREPARING FOR THE OBSERVATION

Peer reviewers are encouraged to consider the observation in the context of the course materials provided by the instructor. They are encouraged, as well, to recognize the impact that their presence in the classroom might have on both the instructor and the students. The most effective peer review is conducted by faculty who recognize that there is no single correct way to teach and who are aware—and able to put aside or explicitly acknowledge—any strong personal or philosophical differences that might impact their evaluation of the work of a colleague. For online courses, peer observers should coordinate with the instructor and OOLET to gain access to the online materials and website of the course.

Observation

	Face 2 face	Online Synchronous	Online Asynchronous
1. Evidence of the instructor's preparedness for the class;	F2f lecture, demonstration, or applied lesson	Online synchronous lecture, demonstration, or applied lesson	Prerecorded videos, multimedia presentations, or other module materials
2. Evidence of the instructor's knowledge of the material;	F2f lecture, demonstration, or applied lesson	Online synchronous lecture, demonstration, or applied lesson	Prerecorded videos, other module materials on Blackboard
3. Evidence of the instructor's enthusiasm for the material;	F2f lecture, demonstration, or applied lesson	Online synchronous lecture, demonstration, or applied lesson	Prerecorded videos, other module material on Blackboard
4. Whether the instructor spoke clearly, audibly, and confidently;	F2f lecture, demonstration, or applied lesson	Online synchronous lecture, demonstration, or applied lesson	Prerecorded videos, other module material on Blackboard
5. Whether the instructor makes	F2f lecture, demonstration, or applied lesson	Online synchronous lecture,	Module structure

effective use of class time;		demonstration, or applied lesson	
6. The instructor's use of relevant illustrations/examples, as appropriate;	F2f lecture, demonstration, or applied lesson	Online synchronous lecture, demonstration, or applied lesson	Prerecorded Video, PowerPoint or other visual tools
7. The instructor's use of the board and/or other visual aids, as appropriate;	F2f lecture, demonstration, or applied lesson	Online synchronous lecture, demonstration, or applied lesson	Prerecorded video, multimedia presentations or other visual tools
8. Whether the instructor asked stimulating and challenging questions;	F2f lecture, demonstration, or applied lesson	Online synchronous lecture, demonstration, applied lesson, and the use of chat, discussion boards, wiki, online journaling or other	Discussion boards, wiki, online journaling or other
9. Whether the instructor held the class's attention;	F2f lecture, demonstration, or applied lesson	Online synchronous lecture, demonstration, applied lesson, and the use of chat, discussion boards, wiki, online journaling or other	N/A
10. Whether the instructor actively involved students, as appropriate;	F2f lecture, demonstration, or applied lesson	Online synchronous lecture, demonstration, applied lesson, and the use of chat, discussion boards, wiki, online journaling or other	Discussion boards, wiki, online journaling or other
11. Whether the instructor treated students with respect.	F2f lecture, demonstration, or applied lesson	Online synchronous lecture, demonstration, applied lesson, and the use of chat, discussion boards,	All language used by the instructor in the course including module material, discussion boards, wiki, and announcements

		wiki, online journaling or other	
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THE FOLLOW-UP MEETING

As noted above, a post-observation meeting is important and expected. Such meetings provide important opportunities to share perspectives, to discuss a draft of the written report, to offer constructive feedback, and to consider strategies for addressing the kinds of challenges we all face in the classroom. The follow-up meeting should take place within two weeks following an observation.

Report

The following can be used:

1. Description of the classroom atmosphere starting a few minutes before the start of class and extending through a few minutes after the end of class (e.g., number of students present, student activity and interaction, preparation for the class session, etc.);
2. The organizational framework for the class session (what happened, how did the faculty member structure the learning).
3. The degree, frequency, and quality of student participation.
4. The degree, frequency, and quality of student/faculty interaction; and
5. Description of sample class segments.

For asynchronous classes

Description of course structure (organization in modules consistency, videos, assignments etc.)

1. Organizational framework
2. Student Participation (discussion boards, or other)
3. faculty interaction (discussion boards, email or other)
4. modules

Report should consider (for all three modalities)

1. What worked especially well in the class?
2. What might have been improved?

In considering the relationship of the observation to the course syllabus, peer reviewers may also want to address:

1. Whether course content and design reflect current thinking/knowledge in the field.
2. Whether course learning objectives are clear and appropriate.

3. Whether course policies and procedures are clearly stated; and
4. Whether assignments and examinations are challenging and consistent with course objectives.

Finally, observers will want to consider—to the degree that it is possible, on the basis of the review of course materials and class observation—evidence that the candidate is meeting standards for teaching in the Stetson Tenure and Promotion Policy.

For tenure and promotion to associate professor:

- command of subject matter
- organization
- rigor
- evolution
- engagement

For promotion to professor:

- command of subject matter
- organization
- rigor
- engagement
- maturity
- impact